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processes are introduced in a way to show that they are necessary for the solution of practical problems. The lists of problems and applications contain many practical problems, and may be read with profit by American textbook writers.

The treatment of variation and of geometric progression is especially good. There is a good discussion of limiting values, followed by convergency and divergency of series. In some London University examinations a knowledge of French and German mathematical terms is required, hence a few problems in those languages are given. Why should not our college textbooks contain some problems in these languages? Forty-seven pages are given to examination papers of the universities of Oxford, Cambridge, and London, of the joint matriculation boards of universities, and so on; and it is interesting to note that nearly every paper contains one problem on the graph.

Plane and Solid Geometry. By ELMER A. LYMAN. New York: American Book Co., 1908. Pp. 340. \$1.25.

It was the purpose of the author "to prepare a geometry through which a student must work his way, relying on his reasoning powers rather than on his memory." The logical side has been emphasized throughout, and though there is no great departure from the beaten path, the changes made are along the lines upon which there has been general agreement in the recent discussions on the teaching of geometry.

The desire of many teachers to postpone or omit the discussion of incommensurable number and limits has received some consideration. However, the author or teacher who wishes to lighten the burden of the pupils at this point, should make it clear to them that this is done by omitting exact definitions and rigorous proofs. The definition, "A limit of a variable is a constant that the variable may approach and remain indefinitely near," is certainly not the best that could be given; and here as elsewhere it is left for the teacher to assure the pupils that the reasoning is not rigorous.

Historical notes are a welcome addition to any textbook, and those given here are well selected. They should be used by the teacher to arouse the interest of the pupils in the development of geometry. There is a good number of geometrical and numerical exercises. While some hints are given concerning accuracy and rapidity in computation, the subject deserves greater attention. There is a wide field for problems including principles of arithmetic, algebra, and geometry in which short methods of computation may be practiced, methods of checking results may be learned, and the limits of accuracy may be determined.

It would seem that the ideal textbook in geometry should include much drawing and construction, should demand that measurements be made by the pupils, and should keep alive the algebra of the preceding year.

A Scrap-Book of Elementary Mathematics. By WILLIAM F. WHITE. Chicago: The Open Court Publishing Co., 1908. Pp. 248. \$1.00.

This volume includes seventy essays, puzzles, and notes on interesting and curious mathematical problems. It is just what the name denotes, a scrap-book